

Standard V Program Re-approval Template

Submit completed form to your liaison by June 1, 2009.

Antioch University Seattle

June 5, 2009

Robert Delisle, Director, School of Education Signature _____

Lila Henderson, Chair, PEAB Signature _____

What would be the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals?

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>		

What would be the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching?

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>		

What would be the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts?

Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>		

What would be the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	

1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas.

Course content - The courses dealing with methodology are being re-conceptualized to incorporate assignments that would ensure that candidates become familiar with strategies that would facilitate the gathering of student-based evidence of the impact that candidates' instruction is having on the intellectual, social and emotional growth of students in their classrooms. One example of such an assignment is found in the course EDUC 560: Literacy Issues and Methods that all candidates must successfully complete to be recommended for certification. The course is designed so that candidates meet the International Reading Association's Standards for Classroom Teachers that emphasize the knowledge and skills classroom teachers need. It is also designed to meet the Washington State Endorsement Competencies (reading and writing) 2007 for K-8 Teachers. In addition, the standards and the competencies are imbedded in the School of Education's Intended Outcomes that, among others, include multicultural competency and sensitivity and commitment to social justice.

The course deals with the foundational knowledge of the reading and writing processes that candidates should have. They are read and discuss the government document *Put Reading First: The Research Building Blocks for Teaching Children to Read-Kindergarten Through Grade 3 2nd ed.* In addition to the foundational knowledge, candidates explore instructional strategies and curriculum materials they will be asked to use in their respective classrooms. They plan a unit of study that integrates

children's literature into a content area. The unit plan has an introductory section outlining the length of the unit, the classroom in which it is to be delivered, the assessment procedures to be used, and suggestions for reflection on the success of the unit. A sample of a candidate's unit's introductory material is included (See Appendix A). In addition to the introduction to the unit, candidates prepare daily lesson plans using the GLEs. A sample candidate's daily lesson is included (see Appendix B). Candidates must also demonstrate the connections they are making between reading (see Appendix C) and a content area (see Appendix D). Candidates become familiar with assessment and evaluation procedures. The *Analytical Reading Inventory* by Woods and Moe and *Assessing Comprehension Thinking Strategies* by Keene are two examples of source materials used in the course. Candidates use these forms of assessment in the units of study. A sample candidate designed rubric is enclosed (see Appendix E). Candidates engage in simulation that encourages them to think about the effect of classroom organization and flow of instruction on students and finally candidates reflect on their growth using the International Reading Association's Standards for Classroom Teachers as a guide. A candidate's reflection on his growth is included (see Appendix F).

Field Experiences – Presently candidates are required to participate in three one week field experiences spread out over the first four quarters of their program. In addition, two additional field week experiences are required immediately prior to student teaching. These last two field weeks allow the candidate to become familiar with the routines of the school and the classroom in which they will be student teaching and to become more familiar with the students with whom they will be working. Two of the first field week experiences are an integral part of EDUC510: Integration Seminar. Faculty leading the seminar has agreed to focus the seminars on the art and science of teaching. Assignments are given and teacher candidates prepare oral and/or written reports of their findings related to classroom management, physical environments, literacy curriculum used, etc. A sample of a field week assignment is included (see Appendix G). The two week field experience week prior to student teaching and the ten week student teaching experience are connected to EDUC 611: Support Seminar the focus of which is the preparation of the endorsement portfolio.

P-12 district/school partnerships – The school partnerships fall in three categories or levels.

Level 1 – These schools agree to accept four student teacher candidates who are supervised by one supervisor from the University. The university supervisor spends two full days per week in the host school. In addition to the regular weekly post-observation meetings with the teacher candidates, he or she holds one after school session per week with the teacher candidates and their cooperating teachers. These meetings are opportunities for both teacher candidates and co-operating teachers with opportunities to discuss successes in the classrooms.

Level 2 – These are schools that agree to accept at least one teacher candidate. The supervisor is at the school one time per week for the ten week quarter and meets with the candidate and the cooperating teacher on a weekly basis.

Level 3 – These are schools that have special programs that we would like our candidates to observe during their field weeks. These schools agree to have candidates spend one week in their school observing a single teacher or several teachers implementing the program.

Faculty development – Faculty in education are provided with updates on the changes that are taking place as a result of initiatives of the PESB on a regular basis. Excerpts of faculty meetings are on file.

In areas where no changes were necessary, briefly indicate why.

As of the writing of this document there have been no changes undertaken in our foundations courses or in our capstone experiences. Until it is clear what additional changes are planned for Standards I-IV, the focus of our work will be on refining changes being implement in relation to Standard V.

2. In no more than three pages, describe the process used to engage program personnel in reviewing, rethinking, and revising the program.

Faculty is kept informed of all changes via faculty meeting which are held on a regular basis. Since many of our methods course are taught by day-to-day practitioners a series of workshops is planed for the 2009-2010 Academic year to introduce them to the needed changes in course assignments. The examples given in Appendices A, B, C will be used as examples of the level of work to which candidates should aspire.

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student- based evidence. Please attach three samples of assignments or assessments that represent those strategies.

The key strategy that will be used to develop the capacity of our candidates to analyze and respond to student-based evidence will be the development of units in seventy-five percent of the courses devoted to methods. The revised curriculum and instruction course will stress the importance of planning a unit using EALRS for the overall planning of the unit (see Appendix A) and the GLES for the day-to-day lessons (see Appendix E). Also incorporated in that unit of work will be the best practices research, the integration of subject matter and the effective uses of assessment and evaluation to determine the impact the work is having on the growth of the students.

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

The continuing focus will be on the following:

1. Further development of school partnerships
2. Continued work with adjuncts on the development of their courses
3. Portfolio development
4. Integration of Standards with campus efforts at assessment and evaluation

5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.

Excerpts of minutes from PEAB meetings by chair, Lila Henderson

October 20, PEAB

Lila shared the latest information on Standard V Revision and Implementation. She is on the revision committee, working with Coleen Putaansuu, from OSPI. There was agreement about the importance of increasing field experiences opportunities prior to student teaching, and recognition that collecting student evidence that was meaningful is a challenge, but one that WACTE was working on, encouraging collaboration between universities. Lila will continue to share Standard V Revisions at the next meeting.

January 12, 2009 - PEAB

Lila gave a Standard V update and will be able to share our preliminary program to meet the new Standard V competencies at the next meeting. She shared that there is a continued emphasis on gathering evidence around Positive Impact on Student Learning – are our pre-service teachers able to demonstrate that they had a positive impact on student learning using pre-post assessment results; not relying on observational data alone. The professional standards board is expecting that the PPA revision will support the new Standard V, and revisions are being drafted by a committee as we speak. Another informational item was about First Place School, a private school for at-risk homeless students in the Seattle area. A faculty has used First Place for a Field week placement and Antioch is exploring a possible partnership with this school. Our PEAB discussed Standard V revisions, commenting on the need for student based evidence, and suggesting the use of video, journals, KWL charts, and improvements on IEP goals. Amanda asked about the use of technology in our teacher preparation programs. Members looked at the PPA and there was a suggestion that some of the components looked like they came from the National Board requirements. We will look at some positive impact of student learning sections from our endorsement portfolio when we meet next time.

March 9, PEAB

Discussion items: Lila presented the draft proposal of the new Standard V and members discussed a possible confusion over the phrase, "Unit Template" in 5.1 with a question, "Will this template be used in all teacher preparation classes?" Lila will

ask this question at the next WACTE meeting. Members discussed 5.2 – Knowledge of Teaching with a question, “How are we tracking growth and skills in student based evidence?” We discussed possible ways to collect student based evidence. A discussion began around our student internships and the importance of developing relationships with school districts, and we talked about competing with other universities for teacher candidates.

May 11, 2009 - PEAB

I have included our draft proposal of Standard V with the comments from the Professional Standards Board Review. I need you to review the documents and give me suggestions for ways we can gather “student-based evidence”. For example, under standard 5.1, how can we show that students demonstrate engagement in effective learning opportunities”? More specificity is required and your involvement is critical to our program redesign. Please send me your written suggestions via e-mail and I will revise the Standard V document by June 1st.

APPENDIX A

Name: Name

Date: 20009

Time / Period: 10:30 a.m. - 12:00 p.m. and 2:10 p.m. - 3:00 p.m.

FOURTH GRADE UNIT MODULE READING COMPREHENSION AND SOCIAL STUDIES

An Integrated Reading Comprehension/Social Studies Unit Focusing on the Cultural Heritage of Southeast Asia and China, the Immigrant Experience in the United States, and the Dynamic of Unity and Diversity in American Society.

Section 1 Unit Module Overall Description

CLASSROOM / STUDENT CHARACTERISTICS

Classroom characteristics

Schedule

A daily schedule is provided in Table 1. However, for this Unit Module the schedule will be modified somewhat to accommodate the learning objectives.

The reading comprehension Unit Module covers a six week period and uses the 100 minute block of time from 9:00a.m. to 10:40 a.m. each day during the week.

Normally this block of time is split between reading comprehension, literature study, and creative writing. In addition, for the first five weeks of the six week Unit Module, the fifty minute Social Studies period at the end of the day will be used to develop background knowledge for the readings.

In general, the Unit Module follows a fairly uniform format each day, which is described below. Exceptions will be noted in the details for each lesson plan.

Reading Comprehension

1. 9:00 a.m. to 9:20 a.m. (20 minutes): The teacher provides a guided mini-lesson to the entire class on a reading comprehension strategy that will be the focus of that day's work. During this period the teacher activates background knowledge, models the strategy, and answers questions.
2. 9:20 a.m. to 10:20 a.m. (60 minutes): Students assemble in small groups and read independently, applying assigned comprehension strategies. For the first 40 minutes of this time period, the teacher meets with one of the four groups each day, providing individual attention, assisting as needed, and conducting observational as well as written assessments. In addition, the English as a Second Language (ESL) teacher and the Special Education (SpEd) teacher each work with their students for 30 minutes, three days a week during this time period.
3. 10:20 a.m. to 10:40 am (20 minutes): Students collaborate in their groups, assisting each other or working on projects they need to complete for this unit. The teacher circulates during this time period, assisting as needed.

Social Studies

1. 2:10 p.m. to 2:20 p.m. (10 minutes): The first four days of the week the period begins with an introduction to the topic and assignment for the day. On the fifth day of each week the entire 50 minute segment is devoted to a related cultural experience, such as a visiting a guest or the presentations of work produced by the groups.
5. 2:20 p.m. to 3:00 p.m. (40 minutes): The students meet in their groups, and collaborate on the assignment for the day. During this time period, the teacher circulates, assisting as needed.

Classroom Arrangement and Associated Routines

The Fourth grade classroom is arranged to accommodate different learning approaches and facilitate movement (see Figure1). Four working areas for each of the student groups are arranged along the two walls with windows. These areas contain shelving, cubbies for personal belongings, two computers with internet access, and a table that can accommodate six. Students are encouraged to

personalize their space, using flat surfaces for the display of special projects. There are also strings suspended from the ceiling above each area that can be used to suspend student work projects such as art and light-weight models. In the center of the room is large round table that is made up of four quarter round tables. This table is used for a number of purposes, including large group sit-down gatherings. However, most often it is used as the central display area for class projects. There are two other areas of the room used for specific purposes. Along one wall a science and math center is set aside for the storage of related materials, including microscopes and math manipulatives. The area has a sink for lab experiments and areas for science project displays. There is also a large comfortable space in one corner of the room, where the entire class can gather with the teacher for group instruction, guided reading demonstrations, and other activities. In this space, which is carpeted, there are two sofas and a reading nook with floor cushions and bean bags. The text accompanying Figures 1A, 1B, and 1C describe the purpose, routines, and rules associated with each of these discrete centers in the classroom.

Student Characteristics

Class Size, Ages, Gender, Cultural and Socioeconomic Backgrounds

There are 21 students in this fourth grade class: 11 girls and 10 boys. The students reflect the wide socioeconomic and cultural diversity of their community. The urban area that comprises this district is largely characterized by working class families, many of whom are recent migrants, from Vietnam and Laos, but more recently from Somalia. There is, however, a growing upper middle class population moving into the revitalized portions of the downtown waterfront neighborhoods. Consequently, there is also socioeconomic diversity in this multicultural classroom. Sixteen of the students are Caucasian. Of the five remaining, two were born in the United States and three are recent immigrants. See Table 2 for details,

Special Needs Students and English Language Learners

Students with Special Needs: As shown in Table 2, there are three students with special needs in this fourth grade class and they are integrated and grouped according to their abilities. Two of these students are reading at the third grade level and one

is reading at the fifth grade level. Specific accommodations for these three special needs students are listed in tables provided in Section 4. One of these students has an assistant to help her during the class. A Special Education Teacher is available to assist the other two in targeted areas such as math. For this Unit Module, the Special Education Teacher has agreed to help with reading comprehension exercises during portions of each lesson plan.

English Language Learners (ELLs): Tables in Section 4 provide the details for ESL accommodations. In general, the three students who are recent immigrants are at various stages of English language acquisition. Each receive one hour of dedicated ESL instruction daily. Otherwise, the ELLs are integrated into the fourth grade curriculum, although their ESL teacher is available to assist when needed. For example, assistance has been requested with respect to this unit module in reading comprehension. The ESL students are currently reading at the third grade level, and have been grouped with other students accordingly. However, they each have a peer mentor, who is in a higher achieving reading group, and the ESL students join their mentors from time to time to gain exposure to more challenging reading exercises.

LEARNING TARGETS

Reading Comprehension

- EALR 2: The student understands the meaning of what is read.
- EALR 3: The student reads different materials for a variety of purposes.
- EALR 4: The student sets goals and evaluates progress to improve reading.

Social Studies

- EALR 1: CIVICS - The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.
- EALR 3: GEOGRAPHY - The student uses a spatial perspective to make reasoned

decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

This unit module has several learning targets. Although the overall target is to reinforce and expand reading comprehension skills, consistent with the State of Washington Learning Standards, it also meets state goals for cultural responsiveness, bridging the achievement gap, universal access, and environmental education (see Table 4). A more detailed discussion of how this unit plan meets these various learning targets is provided below.

- **To conduct beginning-of-the-year review and assessment:** The unit module is designed to assess the level of reading comprehension proficiency that 4th grade students have at the beginning of the school year, so that the teacher has a benchmark upon which to build individual learning targets and future lesson plans. By the end of the 3rd grade, students should be fairly comfortable using reading comprehension strategies covered by EALR 2, GLEs 2.1.3 through 2.1.7 and 2.2.1 through 2.2.3. In general, these skills include monitoring comprehension, taking tracking notes and coding, activating background knowledge, using question/answer and prediction/inference techniques, visualizing, understanding the sequence of main events, identifying supporting details, the main idea, and theme, and summarizing. However, students will be at different levels of proficiency and it is important to know where each student is along this spectrum. Also, since it is the beginning of the school year and students are returning from summer break, this unit module serves as a review for the students, refreshing their memories and getting them back in the habit of using their reading comprehension skills.
- **To reinforce the iterative and scaffolding nature of comprehension strategies:** This review of GLE reading comprehension strategies is scheduled to take three weeks. During this time, there is a particular emphasis on using the reading comprehension strategies concurrently, as appropriate. In other words, students need to learn the art of using more than one strategy at a time and to use their best judgment as to which ones are appropriate. Furthermore, how easily a student moves from one strategy to another is a good assessment indicator of how

well that student understands the concepts. For example, a student that takes tracking notes and codes while reading, jotting down prior knowledge, questions, predictions, and inferences on one rubric, filling out another rubric when coming across a main event, sketching out a dramatic scene or idea that catches their attention, and using this information to identify the main idea, theme, and author's purpose at the end of the book, is obviously well on his/her way to higher levels of metacognitive knowledge and therefore greater proficiency in the applicable GLEs. Stephanie Harvey and Anne Goudvis describe the rationale behind this process:

A clear knowledge of comprehension strategies combined with an awareness of when and how to use them provides readers with an arsenal of tactics to ensure that they construct meaning as they read.... We need to challenge readers ...to apply their strategy knowledge in progressively more difficult text and different genres....When readers have the disposition to stay on top of their thinking as they read they are better able to access the strategies that best suit their purpose.... It isn't enough for students to simply understand a given strategy. They must know when, why and how to use it. So we reach readers to be active, flexible thinkers who are capable of responding to a variety of reading texts, tasks, contexts, and purposes with a repertoire of strategies.¹

To emphasize this learning target during the review period, a comprehension strategy is added each day for the first two weeks. Each day, as the students read their assigned books, they are expected to continue using the strategies from the days before. Most of the students are expected to read two books a week, so the challenge becomes increasingly more complex.² By the end of the second week, when the students have finished their fourth book, they should have gleaned all the information they need to identify the main idea, theme, and author's purpose and to prepare a summary of that book. The third week of review is designed to reinforce these skills. As before the students read two books and are expected to use the reading comprehension strategies from the prior two weeks. But no new strategies are introduced. Instead, students are expected to exercise their own

¹ Stephanie Harvey & Anne Goudvis, *Strategies that Work* (Boston: Pearson Education, Inc., 2008): 224-225.

² Special education students and English language learners will be reading the same books but at their own pace. At a minimum it is expected that they will read three of the six books.

judgment and use those that seem appropriate to them as they read. In addition, each day during the third week the teacher introduces a new rubric for one of the strategies, which widens the students' repertoire and demonstrates how flexible and creative reading comprehension techniques can be. A clear objective of this unit module is to build the students' familiarity with the targeted reading comprehension strategies and boost their confidence in using them. It also reinforces the iterative and scaffolding nature of reading comprehension strategies and lays the foundation for introducing more complex techniques.

- **To develop skills using complex comprehension strategies and multiple texts:**
Another target of this unit module is to expand the students' skills in using reading comprehension strategies by providing instruction and practice in techniques that involve higher level analytical skills covered by EALR 2 GLEs. 2.2.3, 2.3.1, 2.4.1, 2.4.5, and EALR 3, GLE 3.4.1. In general these skills include: identifying cause and effect relationships in problem solving; using information regarding a character and a situation to determine character traits; drawing conclusions; synthesizing; expressing insights; and comparing, contrasting and generalizing about plots, characters, settings, and perspectives in multiple texts. Toward this end, each student will use two of the six texts they read during the three week review period as well as the information they gleaned in the process. The related exercises span two weeks. The exercises are designed to show the student how the comprehension exercises they completed while reading can be built upon to reach a much higher level of understanding about the books and how this information can be related meaningfully to their own lives. And since most of the students will have read all six books, they will be able to engage in informed discussions about these subjects and one another's work.
- **To expand understanding of different cultures, perspectives, and experiences:**
The six books to be read during this unit are all authored by Carolyn Marsden and tell the stories of children from Southeast Asia and China. Tables 5 and 6 provide a summary overview of each book. (See Appendix A for a more detailed summary.) Three of the books are about children living in Thailand and Vietnam and the other three are about children from Thailand and China who have

immigrated to the United States. Five of the books are fiction and one is non-fiction. The subjects covered by these books provide an opportunity to explore related social studies topics, including geography (other countries and cultures), history (the immigrant experience in the United States), and civics (ideals of unity and diversity).

As a way of building background knowledge for the reading comprehension portion of the unit module and providing lessons consistent with 4th grade social studies (SS) GLEs, this unit module has a separate sub-unit that is designed to be implemented concurrently. In other words, each day the comprehension exercises are administered, the social studies period for that day is dedicated to lessons aimed at augmenting the reading. Thus, the first and second week delve into various aspects about China, Thailand, and Vietnam, providing information and giving the students opportunities to research and formulate their own understandings about these countries (Social Studies GLEs: 3.1.1, 3.2.2, 5.4.2). The third week focuses on the history of immigration to the United State in general and Washington State in particular, with an emphasis on what it is like to be an immigrant and the likely challenges one would face (Social Studies GLEs: 2.1.2, 3.1.1, 4.2.2, 5.1.2, 5.2.2, 5.4.2). The fourth week is devoted to the concepts of unity and diversity as expressed in the foundation documents of the United States and the difficulties we face as a nation and as a people in protecting the integrity of both (Social Studies GLEs: 1.1.1, 1.1.2, 2.1.4). The fifth week represents a bit of a departure from the social studies focus of the prior four weeks. That is, an environmental component is integrated into the social science lessons, as described below.

- **To integrate instruction about conservation, natural resources, and the environment in an interdisciplinary manner with an emphasis on solving the problems of human adaptation to the environment.** One of the books read during this unit module is a non-fiction account of a young Vietnamese boy who describes his experience when a typhoon hits the seaside village where he lives and the devastation it causes. This story provides the platform for a short science lesson on weather: what causes violent storms and the physics of waves (Sci. GLE. 1.1.3). It also provides an opportunity for students to learn about Hurricane Katrina and the destruction and devastation that befell New Orleans during and after this 2005

natural disaster. This event provides numerous examples of how the environment affects people and how people affect the environment (SSGLE 3.2.1), how humans can cause changes in the environment that affect the livability of the environment for humans and other species (Sci GLE 3.2.4), and how causal factors shape major events is history (SSGLE 4.2.2).

The types of issues students can explore in this regard include: global warming (does it contribute to the increasing severity of storms and how does rising sea level make cities like New Orleans more vulnerable to hurricanes?); Mississippi Delta erosion (what role do deltas play in buffering upland areas from severe storms and how do upriver dams and water diversions affect the amount of sediment reaching the delta?); river levees (why might river levees not be a good idea and how did human action contribute to the failure of these fortifications during the hurricane?); and emergency response (who is responsible for emergency response in our communities and how did these efforts succeed or fail in the aftermath of Hurricane Katrina?).

These issues are admittedly very complex and this unit does not pretend to cover them all or challenge 4th graders beyond their skill levels. However, there is plenty of age-appropriate information to use to introduce these topics and it is certainly suitable to begin students thinking about the interrelationship of nature and human actions. Using Hurricane Katrina as a case study is particularly appropriate, since not only is there a wealth of understanding regarding the scientific/environmental factors contributing to this disaster but there are also significant sociopolitical issues that raise questions we need to answer as a society and address adequately if we are to avoid a repeat performance. Equally important is the need for students to learn to think in terms of whole systems and the cause and effect interchange between actions and events.

- **To instill the habit of self-evaluation and reflection:** Throughout this unit module there is an emphasis on teaching students to take the time to stop and think about what they are learning and how well they are learning what they set out to do. At the end each week students are given time to fill out a self-evaluation form and write down what they think about the work they have done and how they could do it better. They are also expected to set realistic learning

targets for the next week, so they have some concrete ideas on how they are going to proceed and make progress. Also, once a week, each group meets with the teacher to go over the work they are doing and identify areas where each student needs to focus his/her efforts. At the end of the unit, students conduct an overall evaluation of their progress, identify where they need to improve, and develop a plan to achieve those goals during the school year.

Section 2 provides summary tables of the schedule, content, and objectives covered by this Unit Module. More detail is provided in the individual Lesson Plans, which are included in Section 3.

WHOLE GROUP INSTRUCTION / LEARNING EXPERIENCES

Objective / Purpose

See Section 2: Individual Lesson Plans.

Lesson Sequence

See Section 2: Individual Lesson Plans.

Any accommodations required

For Special Education Students, see Section 4, Tables 4-1, 4-2, and 4-3 as well as individual Lesson Plans. For English Language Learners see Tables 4-6, 4-7, 4-8 as well as individual Lesson Plans.

Rationale for learning experiences

Reading comprehension is a fundamental component of the 4th grade curricula and mastering the skills incorporated into the learning experiences in this Unit Module is critical to success on standardized assessments, such as the WASL, and more importantly, to earning a lifetime pass to the world of knowledge and ideas.

Like the reading comprehension component of this unit module, the social studies lessons are aligned with the Washington State standards for proficiency at the 4th

grade level. These lessons address key learning components under the major subject areas of civics, geography, and history, and focus on some of the more complex issues involved, such as; differences between cultures both within the United States and other countries, the challenges faced by immigrants past and present and how this reflects on Washington State, and the dynamic between unity and diversity in a pluralistic, democratic society. This focus, along with the reading comprehension texts (which tell the stories of SE Asian and Chinese children living in their countries or as immigrants in the United States), is consistent with the State's educational goals aimed at improving cultural awareness, tolerance, and appreciation in the classroom and advancing cultural congruency through appropriate curricula materials.

The final social studies lesson plan that looks at the 2005 disaster, Hurricane Katrina, is designed to bring together a number of factors that have been examined during the course of the unit and put them into a context that requires students to extrapolate from the knowledge they have gained about cultural differences, the immigrant experience, and unity and diversity as democratic ideals, and use this lens to understand events that led up to and played out in the aftermath of Hurricane Katrina. In the process, students are also given the opportunity to learn about the physical science behind hurricanes, which meets some 4th grade educational learning requirements as well as the environmental conditions, man made or otherwise, that played such a critical role in precipitating or aggravating the conditions leading to the disaster. In this respect, the lesson meets the State requirement that school curricula integrate the environment and sustainable development into subject matter taught.

Integrating the social studies and reading comprehension lessons provides several additional educational benefits. For one, it is a good way to provide the background knowledge that helps cement understanding of what is read in the fictional and non-fictional accounts included in this unit. And, the readings, which are age appropriate and involve characters that 4th graders can relate to, put "a face" on complex social studies issues involving differences and similarities between cultures, immigration, unity and diversity as protected democratic ideals, and the human/environment dynamic. The process is iterative, with the social studies lessons reinforcing the reading comprehension lessons and visa versa. Second, the social studies lessons are designed to actively engage students, enabling them to learn using multiple forms of

sensory awareness. Some of these forms (with a few examples), include; visual representations (videos of SE Asian countries and Hurricane Katrina), graphic presentations (drawing, modeling, and calligraphy), movement (Thai dancing), music (videos and dancing), and interpersonal exchange (listening to and communicating with people who have first hand experience with the subject matter (Chinese calligrapher, Thai dancer, and Hmong family recently immigrated from Laos). Not only does engaging students at different cognitive levels play to the various individual strengths in learning capability, but the variety makes for a more interesting venue and will make the whole unit more memorable.

Integration of subject matter and variable methods of presentation are two of the ways the learning experiences in this Unit are crafted to increase comprehension and enhance understanding. Other techniques used to achieve these ends include the following:

- Gradual Release of Responsibility: Teacher models the lesson, say a reading comprehension strategy, followed by students practicing and applying it on their own.³
- Collaborative Learning: Students work in groups and have assigned projects that require them to work together and combine their knowledge. Groups are selected based on proficiency levels, although a great deal of latitude is provided to enable mentoring between students and to integrate skill levels.

Task Analysis:

Previous Skills Needed:

- ❑ Reading EALR 1: proficiency achieved
- ❑ Reading EALR 2 and 3: prior instruction received in previous grades.
- ❑ Social Studies-Civics EALR 1: understands

Current Skills Needed:

- ❑ Reading EARL 2 and 3: strengthen reading comprehension skills already learned and build proficiency.
- ❑ Reading EALR 4: learn and develop these skills.

Next Skills:

- ❑ Continue honing reading comprehension skills, building toward proficiency.
- ❑ Continue building an understanding of global cultures, the inter- and intra- dynamics of

³ Harvey & Goudvis, *Strategies That Work*, 32.

unity and diversity □ Social Studies-Geog. EARL 3: Understands maps and concepts of other cultures.	□ Social Studies EALR 1: further understanding of unity and diversity in our communities. □ Social Studies EALR 2: develop in depth knowledge about immigration and its importance to the United States. □ Social Studies EALR 3: further understanding of global cultures.	immigration, and the challenges faced by our multicultural society.
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Materials Needed

See Section 2: Individual Lesson Plans.

ASSESSMENT / DEMONSTRATION AND/OR EVIDENCE OF STUDENT LEARNING

A variety of assessment techniques are used in this unit module. These include:

- Listening to students. Are they using the language of reading comprehension; tracking, monitoring, questioning, inferring, predicting, main idea, theme, plot, character traits, summarizing, synthesizing, etc.? If so, is this understanding reflected in their tracking notes and use of rubrics during reading?
- Conferring with students: Meet with students on a regular basis, giving them individual attention and guidance. Take careful notes on the comprehension strategies they are adequately mastering and those they are struggling with. Record progress from week to week.
- Observing student behavior as they read and interact in groups: Are they engaged, engrossed, or distracted and inattentive? How are they interacting in group discussions? Are they active participants or quiet observers? What are students saying to each other? Do these statements indicate an understanding of what they are reading? Make a regular habit of recording these

observations.

- Collecting and reviewing student's worksheets/rubrics each day: By reviewing student's work each day and making careful notes on how well the student is mastering a given reading comprehension strategy, one can provide feedback and direction the next day that will reinforce what the each student is doing well and buttress what they need to work on.
- Assessment Rubrics for Reading Comprehension: Specific assessment rubrics are provided for each lesson plan. See Section 5.

FAMILY INTERACTION / INVOLVEMENT

All parents were sent a note explaining the upcoming unit. Parents were told that the focus would be on developing comprehension strategies by reading books about Far East Asian cultures and the immigrant experience to North America, with an emphasis on the ideals of unity and diversity in a community. As part of this unit of study, parents were told their child would be asked to map their family's journey from country or place of origin to the Seattle area and that their help assembling this may be needed. I encouraged them to contact me if they had questions and invited them to offer any suggestions they may have on how I might enhance this lesson sequence for the children. In response, several parents did e-mail with information about local sources of information on far east Asian culture, including the name of a Chinese calligrapher who was willing to come to the class and give a demonstration. I also learned that a group of Thai women in the Seattle area had recently given a presentation of traditional dancing at a local community center. After contacting them, one said she would be willing to come in and dance for the class. Also, I spoke to one student's family, who recently emigrated from Laos, and asked if they would be interested in coming to the class to talk about their Hmong culture. They agreed, but I had to arrange for an interpreter because language was a barrier. As it turned out the interpreter was extremely helpful in pulling together additional resources for the classroom.

The above note was sent home with students and e-mailed. Follow-up communications occurred via e-mail. However, the discussion with the Hmong family took place at their home and after that we communicated by conference phone, including the interpreter to assist as needed.

REFLECTION:

This Unit Module is a very ambitious attempt to cover a great deal of ground in a little time. It will require a high degree of diligence and effort on the teacher's part to keep the process going, track each student, provide the individual feedback that is needed, and guard against the students' feeling overwhelmed. In addition to the ESL teacher and the Special Education Teacher, who will be available for part of each day to assist, it would be a good idea to try and recruit another assistant or two to help. Also, the teacher must be ready to adjust the lesson as needed, paying close

attention to how the students are keeping up with their reading. Flexibility is critical, because if the students start to feel as though they are being pushed to do too much at once, the result may be one of diminishing returns and one risks losing sight of the objectives, not to mention the students' interest and attention.

Reflections should be compiled after administering each lesson. Identify those reflections that fall into the category of "how the lesson can be improved," and make those changes and/or add the necessary direction to the plan itself. That way, the next time you or someone else uses the lesson plan, the benefit of your instructional experience will have been incorporated. Other reflections, such as those that include advice on administering specific aspects of the lesson, what worked well and what didn't, what to absolutely do or not do, and what to make sure to remember when teaching this lesson should be listed, dated, and added to the end of that lesson plan. Also, include any anecdotal accounts worth noting from that specific teaching experience and attach any material generated that may be helpful the next time the lesson is taught. In this regard, the reflection section at the end of each lesson plan becomes a "living history" of experience and an archive for the pedagogical knowledge gained through iterative implementation.

APPENDIX B

Name: Name

Date: December 17, 2008

Time Period:

9:00am-10:40am

2:40pm-3:00pm

LESSON PLAN #1 and #1A

<u>CLASSROOM / STUDENT CHARACTERISTICS:</u> -
See Unit Plan.
<u>LEARNING TARGETS:</u>
See Unit Plan
<u>WHOLE GROUP INSTRUCTION / LEARNING EXPERIENCES:</u>
<u>Objectives/ Purpose</u>
<p>The purpose of this Lesson Plan is to provide a review of reading comprehension strategies listed under EALR 2, while students read two books by Carolyn Marsden. The particular focus this week is activating background information, monitoring comprehension, generating questions, predicting and inferring, and visualizing. The module gives the teacher an opportunity to assess the achievement level of each student and strengthens the students' proficiency in the use of these strategies, so that they can demonstrate competency by using them appropriately and concurrently. In addition, this Lesson Plan will develop background knowledge to assist the students' reading comprehension exercises, through complementary social studies module that will familiarize them with the countries and cultures about which they will be reading. Information that students gather through this social studies lesson will facilitate discussions about the settings and characters in the books and will lay the foundation for subsequent modules dealing with cultural differences, immigration, and the ideals of unity and diversity in the United States.</p>

Reading Comprehension Objectives

GLE: 2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema

- Activate prior knowledge about a topic and organize information into a graphic organizer to aid comprehension. (Rd.Comp. Unit Module #1: Day 1)

GLE 2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade level informational text and/or literary/narrative text.

- Predict text content using prior knowledge and text features. (Rd.Comp. Lesson Plan #1: Day 4)
- Use text and prior knowledge to make, confirm, or revise inferences and predictions. (Rd.Comp. Lesson Plan #1: Day 4)
- Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text. (Rd.Comp. Lesson Plan #1: Day 4)

GLE 2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade-level informational/expository text and/or literary/narrative text.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. (Rd.Comp. Lesson #1: Day 2)
- Generate and answer questions before, during, and after reading. (Rd.Comp. Unit Module #1: Day 3)
- Draw, write about, or verbally describe the mental imagery that occurs while reading. (Rd.Comp. Lesson #1: Day 5)
- Organize information to monitor for meaning, generate and answer questions in a teacher selected graphic organizer to enhance comprehension. (Rd.Comp. Lesson #1: Day 5)

GLE 4.1.1 Apply strategies to monitor reading progress.

- Identify reading strengths and weaknesses and select targets on which to work. (Rd.Comp. Unit Module #1: Day 5)

- Track progress in reading achievement with graphs, charts, and checklists. (Rd.Comp. Lesson #1: Day 5)

Social Studies Objectives

GLE 3.2.2 Understands human interaction with the environment.

- Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. (Soc.St. Lesson #1A: Days, 1, 2, 3, 4, and 5)

Lesson Sequence.

Reading Comprehension Lesson #1

Reading Comprehension Lesson #1 is the first week of a three week review and reinforcement process. Table 1 provides a summary overview of the week. The lesson starts with an exercise that identifies what students already know about reading comprehension strategies. The next day they will use tracking and coding techniques with sticky notes to record their thoughts as they read. The following two days they will use rubrics for keeping track of questions and answers as well as employing prediction and inference techniques to punctuate their reading. The lesson ends with a visualization exercise, in which students illustrate key images of their choice from the books they are reading. The end of the period is reserved for reflection and the students fill out self evaluation sheets for the week.

Social Studies Lesson #1A

Social Studies Lesson #1A develops background knowledge for the reading comprehension module. Table 1A provides a summary overview of the week. It starts with an exercise to identify prior knowledge about Far East Asian countries. On each of the following three days a video will be shown of the countries (China, Vietnam, and Thailand), that are the subjects of books they will be reading. On the last day of the week a Chinese calligrapher will give a demonstration and guide the students in writing their name in Chinese characters. This subject is relevant to one of the books, where the main character is interested in calligraphy and in the end it is

calligraphy that restores her friendship with another girl.

Any accommodations required

The accommodations for both the Reading Comprehension Lesson #1 and the Social Studies Module #1A will be the same as discussed for the unit as a whole and presented in Section 4. However, there are two exceptions. In both cases, these exceptions involve special education student MO who will be unable to draw images from the books or wield a calligraphy brush. However, her assistant has assured me that she will be able to guide MO's hand and that no problems are anticipated.

Rationale for Learning Experience

The reading comprehension and social studies lesson rely on a number of "best practices" that are proven learning techniques. These include, setting the groundwork by establishing background knowledge and using the gradual release method advocated by Harvey and Goudvis,⁴ which includes guided instruction, collaboration in groups and pairs, and independent practice. Since this is a review session, much of the time is devoted to independent practice and repetition. There are also a number of different types of methods used besides the charts and rubrics. These include the use of videos, drawings, and personal interaction with an expert in a cultural aspect of one of the countries the students are reading about. In addition, the students are continually being assessed by the teacher and given feedback, and at the end of the week, the students complete a self-evaluation form that allows them to reflect on the progress they have made and identify where they need to apply more effort. In this way, the teacher can adjust the lesson for each student and the students are continually assisted in areas that need to be strengthened.

Task Analysis:

Previous Skills Needed:

- ☐ See Unit Plan.

Current Skills Needed:

- ☐ See Unit Plan.

Next Skills:

- ☐ See Unit Plan.

⁴ Harvey, Stephanie and Goudvis, Anne. 2007. *Strategies that Work*. Portland, Maine: Stenhouse Publishers

<u>Materials Needed:</u>

<u>Stationary Supplies</u>

Booklet folders for each book read that week (2 per student) include plan for the week, rubrics to be used, and evaluation sheets; sticky notes (different sizes and colors); flip Charts (4 – one for each group); magic markers, stiff drawing paper; crayons and colored pencils; Chinese brushes, rice paper, and black ink (these will be provided by the Calligrapher).
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<u>Technical</u>

Over head projector (smart board?), DVD player.

<u>ASSESSMENT / DEMONSTRATION AND/OR EVIDENCE OF STUDENT LEARNING:</u>

See Unit Plan.

<u>FAMILY INTERACTION / INVOLVEMENT:</u>

See Unit Plan.

<u>REFLECTION:</u>

<u>What worked?</u>

See Appendix B.

APPENDIX C

! Section 3 Unit Module #1 & 1A Lesson Plan Document

Table 1. Lesson Plan #1

Review of Basic Reading Comprehension Strategies						
Time	Class Configuration	Teacher Student Activity				
Mon-Fri		Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am	Whole Class Meet in Literacy Area (20 min)	Guided Practice Teacher leads group, modeling comprehension strategy, and scaffolding the lesson other learned strategies. (20 min – 30 min)				
9:20 am		Teacher introduces Unit, hands out booklets, goes over schedule. GLE 2.1.4 Activate prior knowledge about a topic and organize information into a graphic organizer to aid comprehension.	GLE 2.1.6 Monitor for meaning: Track and code text	GLE2.1.6 Generate and answer questions before, during, and after reading.	GLE 2.1.5 • Predict text content using prior knowledge and text features. • Use text and prior knowledge to make, confirm, or revise inferences/predictions: Organize in graphic organizer	GLE 2.1.6 Draw, writes about, or verbally describes the mental imagery that occurs while reading: Organize in graphic org. GLE 4.1.1 • Identify reading strengths and weaknesses and select targets on which to work. • Track progress in reading achievement with graphs, charts and checklists.
10:00 am	Small Groups (80 min)	Small Group Collaboration/Teacher Assists and Assesses Progress				
		Students read independently applying assigned strategies. (60 min.)	Students read independently applying assigned strategies. (60 min.)	Students read independently applying assigned strategies. (60 min.)	Students read independently applying assigned strategies. (60 min.)	Students read (40 min) then together create a book of images from texts.(40 min)
	<u>Red Group</u> • <i>The Gold-Threaded Dress</i> • <i>The Quail Club</i>				Teacher/Group meet to go over work (40min)	
	<u>Green Group</u> • <i>When Heaven Fell</i> • <i>The Jade Dragon</i>		Teacher/Group meet (40min)			
	<u>Yellow Group</u> • <i>The Buddha's Diamonds</i> • <i>The Silk Umbrellas</i>			Teacher/Group meet (40min)		
	<u>Blue Group</u> • <i>The Buddha's Diamonds</i> • <i>The Gold-Threaded Dress</i>	Teacher/Group meet (40min)	ESL Teacher (30 in) SpEd Teacher (30min)	ESL Teacher-30 min SpEd Teacher-30min	ESL Teacher -30 min SpEd Teacher 30min	Teacher/Group meet to go over work (30min)
10:20 am		Teacher circulates, checking in on groups, conducting observational assessments., assisting as needed, and determining if students are keeping up with the reading (40 min).				
		Students collaborate: in pairs or as a group, depending on work they need to produce as a group. (20 min.)	Students collaborate: in pairs or as a group, depending on work they need to produce as a group. (20 min.)	Students collaborate: in pairs or as a group, depending on work they need to produce as a group. (20 min.)	Students collaborate: in pairs or as a group, depending on work they need to produce as a group. (20 min.)	Students fill out self evaluation sheets for the week (20 min)
10:40 a.m.	End Lesson #1 Reading Comprehension Review					

APPENDIX D

TABLE 1A: Lesson Plan #1A

Social Studies: Geography – Cultural Contributions/Cultural Diversity						
<u>Day and Time</u>	<u>Class Configuration</u>	<u>Teacher/ Student Activity</u>				
Mon-Fri		Monday	Tuesday	Wednesday	Thursday	Friday
2:10 pm	Whole Class Meet in Literacy Area (50 min)	Teacher introduces unit about the Far East Asia, immigration, and the ideals of unity and diversity. Explains how their work will provide background knowledge for the reading comp. unit. Has students fill out “what we know about the Far East” background rubrics and then share and discuss with a partner, after which the whole group shares and discusses what is known	Teacher prompts discussion, using rubric from day before. (10 min)	Teacher prompts discussion, using rubric from day before.(10 min)	Teacher prompts discussion, using rubric from day before(10 min)	Teacher introduces Chinese calligrapher. Hands out appropriate brushes, black ink, and rice paper. (10 min)
2:20 pm		GLE 2.1.4 (Rd. Comp) Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. GLE 3.2.2 (Soc.St.) Understands cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.	Video China Geography CAB: Cultural Contributions Cultural Diversity (40 min) GLE 3.2.2 (Soc.St.) Understands cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. Students: Take notes, adding to “what is known” about the subject...	Video Thailand Geography CAB: Cultural Contributions Cultural Diversity (40 min) GLE 3.2.2 Understands cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. Students: Take notes, adding to “what is known” about the subject...	Video Vietnam Geography CAB: Cultural Contributions Cultural Diversity (40 min) GLE 3.2.2 Understands cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. Students: Take notes, adding to “what is known” about the subject...	Calligraphy Demonstration (40 min) GLE 3.2.2 Understands cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. Chinese calligrapher demonstrates techniques talking about the cultural importance and history. He hands out a copy of each child’s name written in Chinese characters and then works with students helping them learn how to write their name by holding the brush properly and making the strokes in the correct order and style. Teacher assists.
3:00 pm		End Lesson #1A Social Studies - Geography				

APPENDIX E

! Section 5 Assess Rubric Schema Table 5-2

Schema Reading GLE 2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema. Makes connections between characters or simple events in a text and people or events in his/her own life. Uses prior knowledge and experience to understand and respond to new information.				
<div style="text-align: center; font-weight: bold;">Assessment Rubric</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Students Name: _____ Book: _____ Work Sheets _____ Overall Comments _____ </div> <div style="width: 45%;"> Date: _____ Group: _____ </div> </div>	Marvelous! Exceeds Standard (4pts) Represents advanced mastery of skills and knowledge in a subject. The student demonstrates a complete understanding of the reading concept. Responses are accurate and fulfill all the requirements of the task. Text based substantiation often exceeds proficiency requirements and student's responses frequently demonstrate higher level cognitive skills.	Good! Proficient (3pts) Represents mastery of basic skills and knowledge in a subject. The student demonstrates an understanding of the reading concept. Responses are accurate and fulfill the requirements of the task. Text based substantiation meets proficiency requirements and student's responses sometimes demonstrate higher level cognitive skills.	Okay! Below Standard (2 pts) Represents some mastery of skills and knowledge in a subject. The student has a partial understanding of the reading concept. Responses are fundamentally correct but they are vague and incomplete. Text based substantiation is often incomplete or not provided. In general, student's responses do not demonstrate higher level cognitive skills.	Needs Improvement! Well Below Standard (1pt) Represents little to no mastery of skills and knowledge in a subject. The student does not demonstrate an understanding of the reading concept. Responses are incomplete, incorrect or inaccurate. Text based substantiation is rarely provided and student's responses do not demonstrate higher level cognitive skills.
	Comments	Comments	Comments	Comments
	Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text.	Expands interpretation of text using schema; may discuss schema related to author or text structure; may pose questions based on apparent discrepancies between text and background knowledge.	Relates background knowledge/experience to text.	Can talk about what text reminds him/her of but cannot explain; reference to schema may not be clearly connected to text.
	Comments	Comments	Comments	Comments
Score	TOTAL ____/4	Total ____/3	Total ____/2	Total ____/1

Exceeds Standard: 4 • Proficient: 3 • Below Standard: 2 • Well Below Standard: 1

Plan for future reading improvements _____

APPENDIX F

NAME
EDUC 560
December 17, 2008

Literacy Self-Reflection

I entered into the Graduate Teacher Preparation Program at Antioch University with the intent to improve upon and broaden my ongoing practice in education. It would be fair to say that most of my teaching experiences leading up to my enrolment in the program have been within a science education context, with the majority of them taking place at a small independent elementary school in Seattle where I was the science and visual arts teacher for four years. During those four years I had the opportunity to work closely with other teachers who had expertise in the subjects of literacy, math, and social studies. Through collaborative lesson planning and curriculum design we created units of instruction that exhibited varying amounts of integration among the different disciplines. I was commonly required to think beyond the specific learning objectives associated with the science canon, and identify skills that could potentially overlap multiple disciplines. This was an eye opening experience for me. I began to look at student investigation and learning as inquiry adventures into the world around us that transcended the typical discipline boundaries. This method of teaching and curriculum design makes sense to me. When I think of how adults approach questions and problems in the real world, we employ whatever skills and knowledge are appropriate regardless of their academic discipline origins.

Working within this model of integrated learning, I recognized gaps in my own skills and knowledge associated with literacy that inhibited my full participation. Specifically I lacked: understanding of how children learn to read; knowledge of the

developmental benchmarks young readers progress through on their way to becoming successful readers; knowledge of the major components of reading; confidence in employing instructional strategies that help young readers address strengths and weakness; and the ability to accurately assess literacy learning. I relied heavily on the other teachers in my school to furnish this understanding, but I often wished that I too had the training and experience that would allow me to think across the disciplines and develop powerful learning environments that foster student achievement in multiple fashions.

In many ways the literacy methods course this quarter has been my initiation into the formal world of literacy teaching. It has provided me with a broad understanding of the issues, perspectives, and teaching methods considered to be best practice in the field of reading instruction. It has also sparked a great deal of thought and critical analysis of my own pedagogical methods, and I have enjoyed imagining how to apply what I have learned. But this is just the beginning. There is still a great deal for me to learn and experience, and the self-assessment that follows highlights those areas of weakness. I have used the *Standards for Reading Professionals*, developed by the Professional Standards and Ethics Committee of the International Reading Association, as a framework for the self-assessment.

Standard 1: Foundational Knowledge

Element 1.1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. This is an area where I see myself as transitioning from a paraprofessional candidate to a classroom teacher candidate. I am hard pressed to outline the key foundational theories, but could explain them fairly well given prompts and supporting resources.

Element 1.2: Demonstrate knowledge of reading research and histories of reading. I am certainly not well acquainted with the entire body of research, nor am I capable of explaining the histories involved. Although this is an area of reading instruction that I find fascinating, and inevitable investigation in the future will make me a classroom teacher candidate.

Element 1.3: Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity. Further work needs to be done. I think I am beyond a paraprofessional level, but not quite at the point of the full competency needed to be without a mentor in this area.

Element 1.4: Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading. I feel fairly comfortable with this element, to the degree where I could have a substantive conversation with another educator or a parent about a student's mastery of these components. Further practical experience will solidify my understanding.

Standard 2: Instructional Strategies and Curriculum Materials

Element 2.1: Use instructional grouping options (individual, small-group, whole class, and computer based) as appropriate for accomplishing given purposes. I find that many of the strategies that I used while working as a classroom science teacher are transferable to this element. Differentiation, scaffolding, and providing evidence-based rationale for material selections are all things that I am familiar with and have experience doing. Applying this experience to a literacy context is something I feel comfortable with.

Element 2.2: Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. While my experience as a science teacher lends me some leverage with this element, I find that without practical experience in a literacy context I am at a paraprofessional level.

Element 2.3: Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. This is something I did quite a bit of when selecting reading materials for science reading. I became familiar with the different reading levels of my students and was able to provide them with text resources that were level appropriate.

Standard 3: Assessment, Diagnosis, and Evaluation

Element 3.1: Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. I need practice with this one. Our course in literacy methods this quarter exposed me to a variety of tools, but I need more practical experience implementing and analyzing the outcomes. I am a paraprofessional candidate in this element.

Element 3.2: Place students along a developmental continuum and identify students' proficiencies and difficulties. While I do have experience placing students along a developmental continuum, I have very little experience with the tools upon which I would rely to do this. Practical experience is needed.

Element 3.3: Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. Again, I have experience using assessment information to plan, evaluate, and revise my instruction, but not in the context of literacy teaching. This is an area that more practical experience will enable me to move from a paraprofessional candidate to a classroom teacher.

Element 3.4: Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). Assuming that I am competent in the use of evaluation tools and methods described in the previous elements, I am comfortable and experienced with this element. While working as an elementary science teacher I was responsible for writing student narratives, completing report cards, facilitating parent-teacher conferences, and maintaining consistent communication about student progress with parents and colleagues. I consider myself to be a classroom teacher candidate.

Standard 4: Creating a Literate Environment

Element 4.1: Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. I constantly drew from student interests when working as an elementary science teacher. In fact, much of the content we investigated came directly from what the students noticed in the world around them. I brought together reading materials and other resources relevant to their interests and appropriate for their level of comprehension. Now with a greater understanding for the developmental stages of blossoming readers, I believe that I will be better prepared in this element.

Element 4.2: Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. Since I was responsible for the science curriculum across all grade levels in my former teaching position, I have had practice at gathering resources for children at various levels and backgrounds. Classroom teacher candidate.

Element 4.3: Model reading and writing enthusiastically as valued lifelong activities. The activities and demonstrations throughout our literacy methods course enforced practices that I am already accustomed to doing. The development of lifelong learners was a key objective in all lessons and units of instruction I was involved in designing. Much of my actions within my classroom were focused on modeling behaviors that nurtured progress towards this objective.

Element 4.4: Motivate learners to be lifelong readers. While this has never been my explicit goal when teaching, I believe that much of my practice already contributes to this goal. With direct attention paid to this element I believe that I can be considered a classroom teacher candidate.

Standard 5: Professional Development

Element 5.1: Display positive dispositions related to reading and the teaching of reading. It has become clear to me that all investigations, whether they be scientifically based or not, are enhanced by a student's confidence in their own reading ability. Because of this I feel that strengthening reading skills through careful instruction is key to academic success. In every effort I try to display positive dispositions related to reading, and consider myself to be a classroom teacher candidate.

Element 5.2: Continue to pursue the development of professional knowledge and dispositions. This is completely dependent on how I take the new knowledge that I have gained through our course and build upon it through further exploration. This is something that I need to work on. I consider myself to be a paraprofessional candidate.

Element 5.3: Work with colleagues to observe, evaluate, and provide feedback on each other's practice. Practical experience is needed in this element before I can categorize myself as a classroom teacher candidate. I can imagine how this would work, but have yet to do it.

Element 5.4: Participate in, initiate, implement, and evaluate professional development programs. In my experiences as an educator I have participated in many professional development programs, including several that I facilitated myself. But most of these have been within a science education context. I believe that these experiences will lend themselves to functioning within a literacy professional development program, especially as I gain practical experience in the previous literacy standards. I consider myself to be transitioning between a paraprofessional and classroom teacher candidate.

As I mentioned earlier, I am just beginning down the path to becoming a competent and effective literacy teacher. My earlier experiences as an elementary science teacher will play a large role in this development, but I will need to gather more practical opportunities before I can call myself adequate. This is an exciting place for me to be in. I have found it fascinating to examine the literacy education process, and I am eager to build upon my understanding. Just as I view all aspects of teaching, it will be an ongoing learning process.

APPENDIX G

Field Assignment

1. Observe how the teacher begins and end the class sessions or school day.
2. How are transitions between periods or subjects handled?
3. Note any explicit rules or codes of conduct posted in the classroom.
4. What strategies are used to “engage” the students?
5. Ask the classroom teacher what the most typical discipline problems are in his or her classroom?
6. Ask an administrator for a summary of referrals or for the most common discipline referrals.
7. Identify what you consider to be the most common interruptions or disturbances in the classroom.
8. How are disruptions handled and what are the consequences for student off-task behavior?
9. What classroom management issues did you observe?
10. What appears to be effective in terms of classroom management?
11. What ideas do you have to try to resolve or address discipline or management problems in this classroom?
12. Is the physical layout of the classroom conducive to student and teacher accessibility? Neatly sketch the room layout and attach.

This assignment is due on date. Come prepared to share your insights as a result of observing during your October Field Week.